

Penclawdd Primary School

A Lead Enquiry School



National Professional Enquiry Programme

Catherine Percival

'A happy face, a learning place, a growing space'



School context

Penclawdd Primary School is located in the village of Penclawdd on the shores of the Loughor Estuary on the Gower Peninsula. Its catchment area also encompasses the nearby villages of Llanmorlais and Crofty. The school comprises of 5 classes – Nursery/Reception, Year 1/2, Year 3/4, Year 4/5 and Year 6. There are 156 children on roll and there is 13% eFSM.



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Research Question

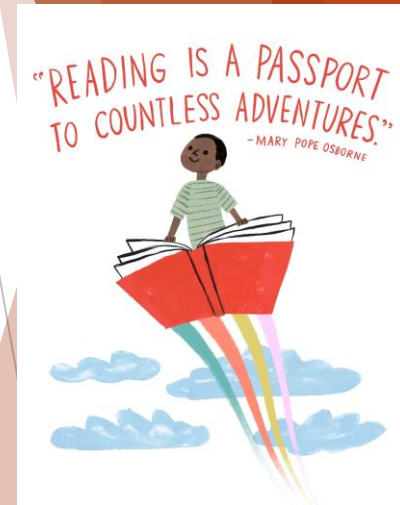
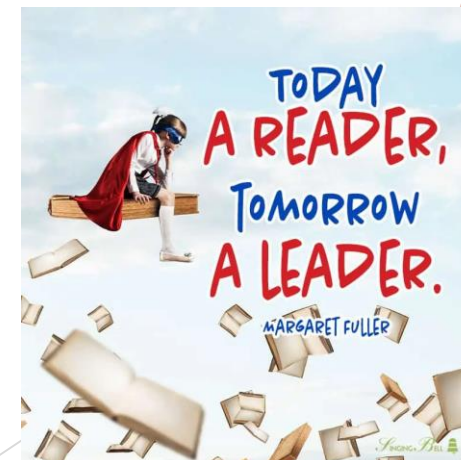
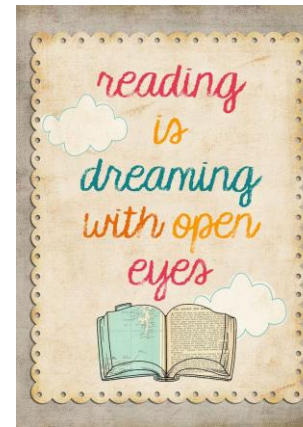
“There is more treasure in books than in all the pirate’s loot on Treasure Island” Walt Disney

To what extent can attitudes to reading and attainment of learner’s be raised by using a range of literature to teach reading?

THE WORLD
belongs
to
THOSE WHO
read

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

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Enquiry Overview

- ▶ Following a book look, an attitudes to reading survey and an analysis of pupils' personalised assessments, we found several lines of enquiry that contributed to our enquiry question.
- In our personalised assessments, we found a dip in the number of more able readers in year 3 and year 5. However, these children performed well in the reading age test.
- In our attitudes to reading survey, we found that only 67% of our children read daily or a few times a week, 30% of our children cannot find things to read that interest them and 35% of our children only read when they have to.
- Following our book look, we found out that outside of guided reading there was a limited focus on literature and the development of higher order reading skills.
- ▶ It was something that we felt needed addressing and was an area that we included in our School Development Plan
- ▶ Throughout the COVID pandemic, we set regular reading task for the children to complete as well as buying in to an on-line reading scheme in order for children to continue to read whilst at home. However, we knew that for some children reading became a challenge and knew that some children did not read without the daily support and encouragement from their teacher in person. We acknowledged that gaming became the focus for some children and how this impacted our findings.
- ▶ We wanted to redevelop a generation of children that loved to read for pleasure and who wanted to choose to pick up a book daily. In addition, we acknowledged that we needed to ensure we had a wealth of books that inspired and excited the children in order for them to want to pick up a book and by having this alongside quality teaching and learning of quality texts, we hopefully would see this positively impact the standards of our reading in the personalised assessments.

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Overview continued

- ▶ We built our enquiry question into the SDP and utilised our data to set key actions. We accessed staff training via CLPE to ensure we were using quality literature in our literacy lessons. We also invested in quality training in the teaching of the 'Nine reading behaviours' from Stephanie Vaughan at Collective Learning. We introduced 'The Daily Read' which would be the introduction of a class novel and the development of 'Cwtsh Darllen' in all classes (a space for reading for pleasure). We developed 'Penclawdd Reading Spine' (a diverse reading for pleasure reading spine for each year group) in addition to 'Penclawdd Literature Spine' (a diverse reading spine linked to termly topics to fire the imagination).
- ▶ Mid year, we monitored the books and listened to learners in order to look at progress to date. We utilised this information to make further improvements for the remainder of the year whereby we ran the questionnaires again, looked at personalised assessment data and completed a final book look.



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Learning as a result of the enquiry process



- ❖ The enquiry journey continues to be particularly rewarding. It is a process we are embedding into our Performance Management cycle. **NEXT STEPS – Utilise some of the NPEP training with staff to further develop their skills**
- ❖ The use of Microsoft Forms continues to be an excellent tool to record the opinions, views and ideas of the pupils and supported the collation of data when writing the final report.
- ❖ CLPE webinars and staff training on the Nine Reading Behaviours with Stephanie Vaughan @Collective Learning has proven particular effective. Staff feel the two courses complement each other and have raised staff confidence in the teaching of reading and the development of using literature to fire the imagination. Following the training, we have updated our writing genres map to include half termly literature units. Staff and children are equally excited by this shift in teaching and learning. A mid year book look demonstrated a shift in the teaching of reading and showcased a wealth of high quality literature being utilised to fire the imagination. This had a huge impact on writing which demonstrated a range of extended writing tasks which had originated from the text.
'It inspires me to read even more and gives me lots of ideas for my writing!'
- ❖ Utilising a writing wall display to catalogue the journey of the text ensured pupils were able to utilise their learning as the sequence of lessons progressed. This evolving display ensured pupils were able to use the wall as a self-help station at any necessary point in their learning.



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Learning as a result of the enquiry process

- ❖ School resources have been further developed and invested in - following an audit and INSET session whereby we looked at a range of reading spines and suggested reads for year groups, we could see that we needed an increasingly diverse range of reading material in our classrooms. We found this quote particularly interesting in the development and research into our reading and literature spines. (Link on next slides)

All children should find themselves represented in stories. However, approximately only about 7% of characters in children's books represent the full scope of cultural heritages in the UK. We may look different, our families may come from different places, but in the end we are all citizens of one world. Through reading, our experience of the world broadens. These books should find their place in the canon of every child's reading and imaginative experience.

Pie Corbett, Literacy expert

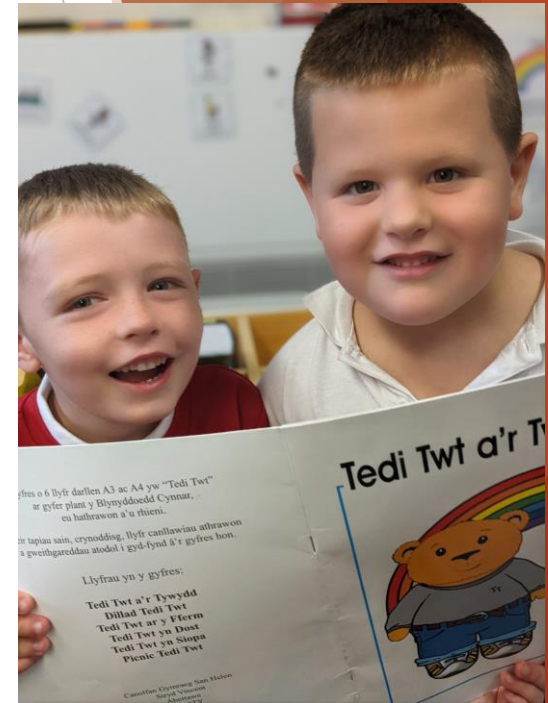
- ❖ Encouraging children to 'ditch the device' is proving difficult following the COVID pandemic. Some parents are equally frustrated at the difficulty at home in getting their children to reduce screen time.

NEXT STEP

Work closely with the Science and Technology AoLE lead and the Digital Wizards to trial ideas to develop our 'Ditch the Device' campaign.

- ❖ Some parents want to develop their knowledge to support their child's reading at home. In order to address this concern, we have arranged summer reading workshops to support parents and share strategies.

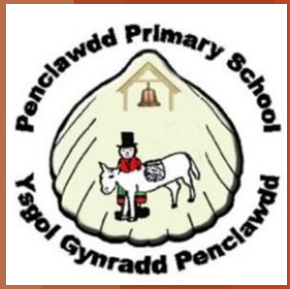
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What worked well

- ✓ Development of Penclawdd Reading Spine – diverse and progressive reading spine which includes a range of literature to develop a love of reading
<https://primarysite-prod-sorted.s3.amazonaws.com/penclawdd-primary-school/UploadedDocument/eb0314dd-6645-4abe-8c5d-e46e9b8c9084/spine-books-1.pdf>
- ✓ Development of Penclawdd Literature Spine – wide and diverse range of fiction and non-fiction texts that can be utilised to fire the imagination
<https://penclawdd-primary-school.secure-primarysite.net/starfish/>
- ✓ Development of school library
- ✓ Development of 'Cwtsh Darllen
- ✓ Staff professional learning – CLPE
- ✓ Investment in resources – CLPE, new books, reading corners – bookcase, beanbags, large floor cushions, lighting
- ✓ Development of enquiry process across the school – peer support

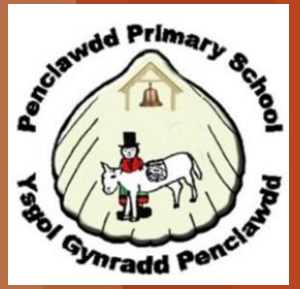
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What was more of a challenge

- ❑ Money – Investment in books is costly. Significant fundraising has supported the development of the school library and Cwtsh Darllen. Professional learning is also particularly costly – funding was allocated within the SDP costings to ensure this took place.
- ❑ Workload – Several NPEP courses took place after school. Several clashes with other courses, meetings and family life. Would be easier to attend via TEAMS during the school day.
- ❑ The data (questionnaires) did not reflect the narrative outcome from staff and pupils. Most pupils enjoyed the focus on literature, the new library and the introduction of Cwtsh Darllen. In addition, all staff loved how engaged the pupils were in their lessons and the quality of discussion, reading and writing that were coming from the text. However, we are yet to see the impact in the pupils' love of reading outside of the classroom. Questionnaire will run again next year following a year of utilising the library and Cwtsh Darllen within classrooms alongside a range of initiatives at home to promote reading for pleasure.

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Steps to developing a culture of enquiry

- ▶ Enquiry has been built into our performance management targets .

IMPACT

- Enquiry process cycle is becoming part of our everyday. It has motivated and empowered staff to develop a curriculum fit for purpose and bespoke to the needs of our pupils
- Improved staff-wellbeing. Staff well-being is a priority and the enquiry process has had positive benefits to how staff feel and contributed to good mental and emotional well-being.
- ▶ Engage with NPEP again next year to further develop and sustain the culture of enquiry. We aim to further involve more staff across the school with the NPEP training available and work further within our cluster of schools in order to share best practice.
- ▶ Annual completion of the 'Schools as a learning organisation' audit tool.
- ▶ Enquiry is built into the ADDs calendar to allow collaboration to support the setting of the 'BIG' question, peer support to develop enquiries as well as time to present on findings in order to assess impact and the next steps.

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Evaluating the impact of enquiry

The well-being of staff is regularly evaluated via a staff well-being questionnaire. Staff feel that the encouragement of professional learning is excellent in the school, staff also feel that the acknowledgement of achievements is excellent and ultimately staff feeling happy in the workplace is also excellent. Developing a culture whereby staff feel motivated and supported will ensure best possible outcomes for all learners and I feel that the enquiry process contributes to this.

The process allows us to evaluate the impact of professional learning and to evaluate whether money was well spent. Staff complete professional learning logs following professional learning opportunities – these evaluation sheets allow leadership and AoLE leaders to evaluate the impact of professional learning and to measure impact.

The process promotes and supports continuous professional learning for all staff

“It is clearer today than ever that educators need to learn, and that’s why professional learning has replaced professional development. Developing is not enough. Educators must be knowledgeable and wise. They must know enough in order to change. They must change in order to get different results. They must become learners ...”
(Easton, 2008)

The process has promoted team learning and collaboration amongst staff. This has developed core values of trust and mutual respect amongst staff leading to happier and more productive staff.

NEXT STEPS

- Develop pupils as enquirers
- Develop process further to involve all staff



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Additional Resources

- CLPE - online training - <https://clpe.org.uk/training/webinars>
- Stephanie Vaughan - Collective Learning - staff training
<https://www.collectivelearning.co.uk/presenters/stephanie-vaughan-primary-cpd-course-presenter/>

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